

372.3

P53

915

UNIVERSITY OF ILLINOIS LIBRARY

BOARD OF PUBLIC EDUCATION OF PHILADELPHIA

DEPARTMENT OF SUPERINTENDENCE

DIVISION OF PHYSICAL TRAINING

Annual Report OF School Garden Activities 1915

JOHN P. GARBER
Superintendent of Schools

WILLIAM A. STECHER
Director of Physical Training

CARO MILLER
Supervisor of School Gardens

PHILADELPHIA :
DEVINE PRINTING COMPANY
1026-28 Filbert Street
1916

634
P53
1915

UNIVERSITY OF MINNESOTA
MAY 3 7 1915

DR. JOHN P. GARBER,
Superintendent of Schools.

Dear Dr. Garber:

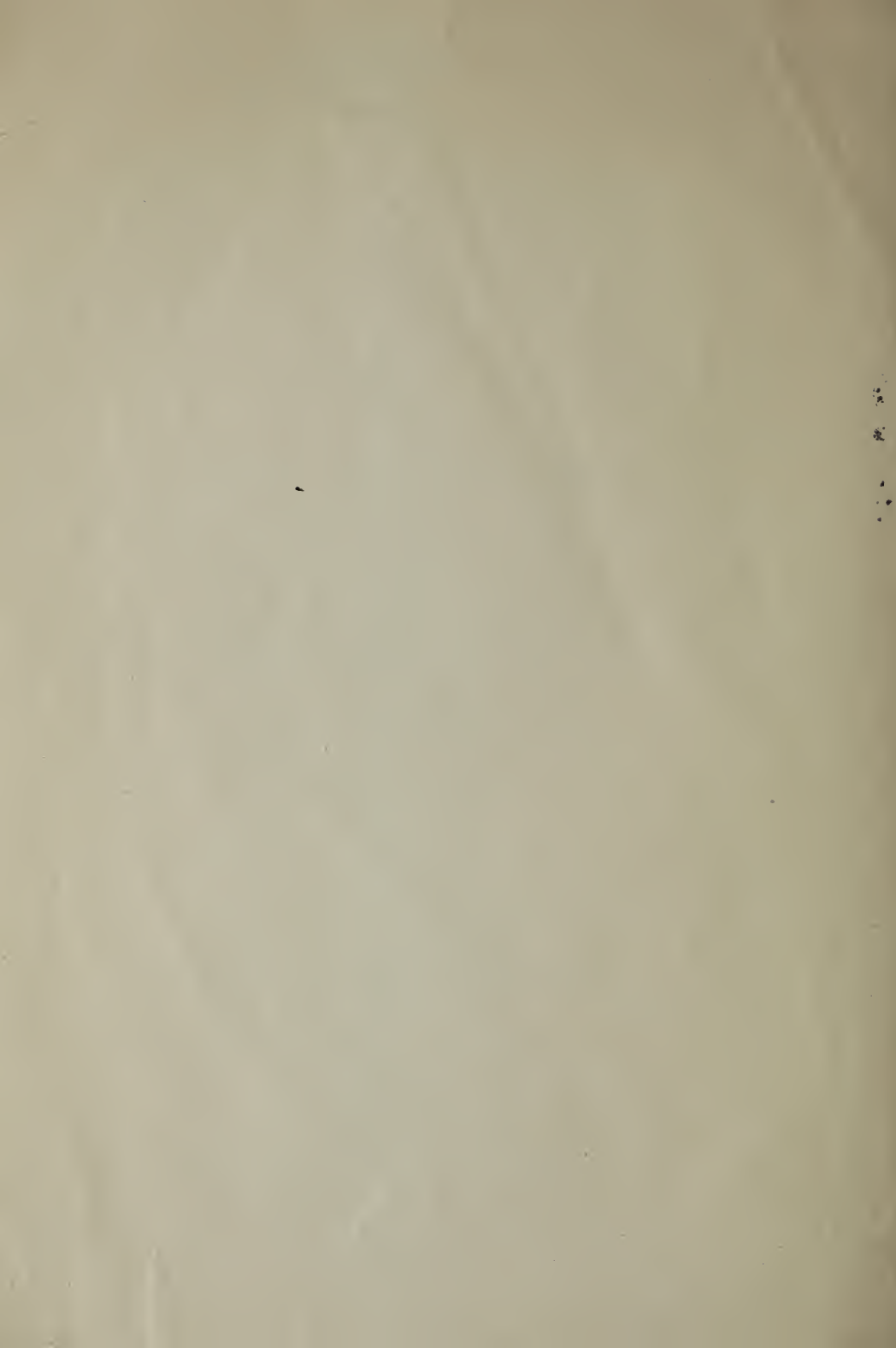
I herewith transmit the report of Miss Caro Miller, the supervisor of school gardens, upon the work done during the last season. This work has been growing and expanding so much that I feel that a comprehensive report upon all phases of the subject would be of interest and value not only to all the teachers in our school system, but also to many other persons interested in the activities of our schools. I therefore recommend that the report be printed for distribution.

Respectfully,

W. A. STECHER,
Director of Physical Education.

Note.—The summer activities of the Board consist of School and Home Gardens, Playgrounds and Swimming Centers. Each activity is in special care of one or more supervisors. The whole work is in charge of the Director of Physical Education. Separate reports of each activity are submitted to the Superintendent of Schools.

1874/6 Directory 1915 Garden



PART I

1915

ANNUAL REPORT OF SCHOOL GARDEN ACTIVITIES. BOARD OF PUBLIC EDUCATION.

A comparison of 1914-1915 statistics, showing growth of the work.
Length of the season, 7 months—April to November.

I. NUMBER OF GARDENS.

	1914	1915
Number of larger gardens (teacher in charge 2 to 6 days a week)	10	14
Smaller gardens (School Garden teacher in charge one afternoon a week)	10	22
Flower plots in school yards (visited occasionally by School Garden teachers)	20	18
Box gardens in school buildings	35	24

II. ATTENDANCE.

	1914	1915
Attendance large gardens	203,754	243,200
Attendance small gardens	7,954	25,719
Visits to home gardens	28,771	30,500
	<hr/> 240,440	<hr/> 299,419

Number of children reached by supervised gardening activities, 24,800 ($\frac{1}{8}$ of all children in the elementary schools).

III. MISCELLANEOUS.

	1914	1915
Number of garden teachers, assistants and gardeners, exclusive of tree men	31	38
Number of children whose home gardens were visited...	10,000	15,000
Percentage lost through lack of interest.....	*	1%
Number lost through unavoidable accidents.....	*	4%
Total	<hr/> 13%	<hr/> 5%
*No separate record.		
Number of public schools holding fall flower exhibits....	50	80
Number of children exhibiting.....	3,300	6,200
Number of schools having Achievement Clubs.....	None	25
Number of Achievement Club members.....	None	300

IV. COST.

	1914	1915
Cost for salary and equipment (exclusive of salary of supervisor)	\$12,860.00	\$14,793.00
Cost per child per visit.....	.05 1/3	.05
Reported retail value of crops raised in the large gardens	3,390.09	4,268.72

PART II

THE FOURTEEN LARGER GARDENS.

Organization. There were no special changes in the general routine of the larger gardens. In most cases the work was in charge of a teacher, six days a week, assisted by a gardener three days a week. One home garden teacher was generally connected with each garden, visiting the homes after school hours, and during vacation. Almost all the work in the School Gardens (except during vacation) was done in school time.

Visiting Classes. Visiting classes came once a week for a 30- to 45-minute period, receiving instruction according to a graded course of study. In the class plots were raised "sample" crops, such as cotton, hemp, flax, tobacco, grains, peanuts, herbs, potatoes, cucumbers—always with a border of flowers. Over twelve thousand pupils were enrolled this season in the visiting classes.

Individual Plot Holders. As a rule the individual plots, 8 feet by 10 feet, were held by pupils of the fifth grades, who came as a class three times a week, the last half hour of the day, and who were allowed to remain for work and enjoyment of the garden until half-past four. These same children were permitted to retain their plots during the summer, when the attendance was, of course, voluntary. This summer there was an average attendance of 65 per cent. The common vegetables were raised, with one or two rows of flowers. Some plots were reported as raising as high as six dollars worth of crops.

Co-operation of Manual Training Shops. Considerable work was done for the gardens by the boys as a part of their shop work. Plot markers were made, a closet, tool racks, and shelves put up in tool houses. A most attractive gateway arbor was built for the University Garden. The arrangement whereby such co-operation can be secured marks a distinct step forward in the development of manual training.

Miniature Nurseries. With the shipping of tree seeds and year-old seedlings from Pennsylvania State College, the miniature nurseries became an assured fact. Every garden had its plot set aside for this purpose, and it was, perhaps, one of the most interesting and instructive eighty square feet of all—rivaling sometimes even the peanuts and popcorn. In addition to the general interest of the subject of trees, there was a peculiar fascination for the city child in being able to see the tiny "Christmas trees" (pines) growing all season, and of watching the sturdy baby oaks push up through the soil from the acorns they themselves had planted. Further help next season has been promised by the Forestry Department at State College.

Perennials. All true garden lovers are naturally born generous, and our numerous garden friends have proved no exception. Donations of perennial plants, as well as personally gathered seeds, have come to us from time to time, so that our older gardens are gradually assuming a more permanent aspect. Particularly do we wish to mention the hundred rose bushes sent by Mr. Fuerstenburg, of North Wales. Nearly all bloomed this season, to every one's delight.

Library Books. To receive the full benefit of a garden one must have time not only to work on it, but leisure to rest and read in it. Again the Public Library generously stocked each garden, so that all who wished might read, when work was over, and the vine-covered arbor offered a cool retreat from the heat of the sun.

Fall Reception Day. On the 13th of September the School Gardens had their reception day. There was no formal display of vegetables and flowers, for all were in their natural place in plot and border.

The arbors, however, contained most interesting displays of class-room work in language, spelling, etc., on garden topics. Various types of raffia and reed baskets, insect collections, artistically framed pictures made by combining butterflies and pressed grasses or flowers were also shown. In two gardens canned vegetables were proudly exhibited by children who had thus preserved their individual plot crops for winter use. Crop record cards of the individual plot holders and some decidedly original "diaries," together with collections of the "sample" crops, completed the exhibits.

Judging the Gardens. The gardens were judged on the reception day by a committee composed of Mrs. Arthur Van Harlingen, Mrs. Howard Rhoades, Mrs. Grace Pennypacker, Mr. Thomas Knight, editor of the *Practical Farmer*, and Mr. Clarence S. Kates. An idea of the relative importance attached to the various phases of the School Garden work may be gained from the score card which is given below:

1. Quality of work and crops.	
(a) Individual plots:	
Condition of soil	5%
Quantity and quality of crops	15%
(b) Class plots and flower borders	5%
2. Exhibit of Correlation work.	
Drawing	5%
Language and geography	10%
Spelling	5%
3. Evidence of summer lessons.	
Crop record cards—diaries	10%
Insect collection	5%
Pressed leaf and flower collection	5%
4. High percentage of attendance among individual plot holders during the summer	15%
5. Exhibit of sample crops	10%
6. Exhibit of handwork done in garden	10%
Total	100%

The Poe Garden, Twenty-second and Ritner Streets, was scored 90 per cent., thereby winning the prize of a sun dial, which was generously donated this year, as in 1914, by Mr. Kates.

The Morris Garden came next on the list, and was particularly praised for the artistic effects of the flower beds.

In addition to the judging committee, the gardens were visited by members of the Department of Superintendence of the Board of Education, Mr. L. H. Dennis, in charge of agricultural education in the State of Pennsylvania; Mr. J. L. Randal, representing Dr. P. P. Claxton, United States Commissioner of Education; Dr. Christian Schmucker, and others. Altogether this fall reception day in the gardens was felt to be decidedly worth while. The favorable comments and kindly constructive criticisms did much toward pointing the way for improvement, and it was a pleasure to show the development of the work from 1904 up to the present time.

Supplying Material to Schools. Throughout September and October baskets of material for drawing and nature study were sent from the gardens to various schools, as in former years. This year leaves of the cotton plant were supplied to the Commercial Museum, to be used in their collections relative to cotton. These collections are available for distribution to schools throughout the State.

SMALLER GARDENS.

In a large city, with real estate at a high figure, even the most enthusiastic believer in the true educational worth of gardening does not expect half-acre school gardens in connection with every school building, though some may secretly have faith that a future generation may manage it. Meanwhile, the quickest way of bringing gardening into the education and life of the largest number of children seems to be by the use of the small unpaved spaces to be found in a considerable number of school yards.

Administration of the Gardens. In these yards, skillfully combined vegetable and flower plots may be given over to the care of certain classes, which visit according to a definitely arranged schedule. Visits are made usually once a week by a trained garden teacher to help with the work and to leave directions for whatever should be done before her next visit.

Home Gardens Stimulated. In this way every child in those classes holding plots, visits the small garden, and although perhaps not able to have a chance at the actual work each time, learns much by observation which he may put into practice in his home garden. There is nothing to prevent "sample" crops being grown here also. Moreover, if the teacher is enthusiastic, each child may be inspired with the love of gardening almost as effectively as in a larger garden.

Surely none can doubt the advantages of such garden plots, where each pupil may receive information and inspiration for home gardening, and at the same time raise samples of such commercial crops as cotton, hemp, flax, tobacco. Surely no principal of a school who understands the possibilities of such a bit of earth can ever again allow it to be the private flower garden of a well-meaning janitor, or, worse still, allow it to exist, a half-starved, plantain-infested, grass-cut-under-protest strip of school property.

Special Classes. In the case of a number of special classes, small gardens in the yards were used to great advantage by the special classes.

Dr. Cornman, associate superintendent in charge of special work, arranged that in the case of such special classes as had garden facilities, not less than thirty or more than ninety minutes each week should be devoted to actual

gardening. This time was to be taken proportionately from language, manual training and physical training. In the summer these gardens were cared for by occasional visits of garden teachers, with the help of such special class pupils as were able to be present.

Kindergarten / Whenever possible, space was given to the kindergarten
Classes. classes. Probably no other class of children derives so much pure joy from natural things. No other, it is certain, express such ecstasy over the discovery of the first wee leaf pushing through the brown earth. XTo deprive a small child of a garden is to deprive him of a host of fundamental sense perceptions which can never be acquired with the same vividness later in his development. The instinct for working in the soil is most active in the early years—about four to eight. This is the time when home gardening, no matter how simple, should be especially encouraged, so that it comes to be more or less of a life habit.

In the fall several thousand bulbs were supplied the teachers of kindergartens for forcing in the class room. The following is a statement received from the office of the director of kindergartens relating to this matter:

“The bulbs distributed to the kindergartens have been a source of great pleasure to both teachers and children. The responsibility of taking care of the bulbs is invaluable educationally. The joy of getting a response well repays the effort expended. The plants in a class room rarely bloom, while the bulbs seldom fail. To watch the transformation from the dry bulb to the fragrant tinted blossoms is always a revelation of spring.” X

PART III

HOME GARDENS.

While the school garden is absolutely necessary for a demonstration of garden theory and practice, nevertheless it can never take the place of the home garden in the life of the child. In fact, the measure of the efficient school garden is in the number and quality of the home gardens it inspires. The school garden should be the model for, and introduction to, the home garden—whether it be a truck patch or window box.

Organization. Fifteen trained garden teachers were in charge of fifteen districts in various parts of the city—generally the district immediately surrounding a school garden. Lessons were given in the school gardens or schools in April concerning the first preparation and planting. The names and addresses of all children who wished to have home gardens were secured in the new districts. The lists of the last season were used in the previously established districts, new children being added as they are found in the course of visiting. In all, over 15,000 children started gardens in 10,817 homes. Each home was visited at least two or three times, some receiving as many as five visits from April to November. This was done after school hours, Saturdays, and throughout the summer vacation. A record of each garden was kept on a separate card, and a rating given at each visit. These children bought 278,000 penny packet seeds. About 8,000 packets were given to the very poorest children. Some of these were government seeds. The surplus plants from the school gardens, such as calendula, calliopsis, marigold, tomato and cabbage, were

distributed to the number of 7,927. These were particularly valuable in the case of children whose first efforts at raising plants from seed had resulted in failure through unavoidable accidents. Through the summer months the large gardens continued their custom of sending weekly baskets of flowers for distribution in the most crowded districts. Thirty-five hundred bouquets in this way found their way into the homes of children—struggling to raise a few plants under difficulties. Many a tired mother, too, shared in the gleam of sunshine shed as a result of the generosity and kindness of the plot holders in the school gardens.

While many of the home gardens supervised have only *Intrinsic Value of Crops Raised.* space for a few flowers, and while many others prefer to use their limited yards for decorative effects, there are still a goodly number of homes where vegetables are raised. In fact, this year the emphasis was laid on vegetables from the standpoint of thrift.

Two colored boys in the Frankford district have had a garden on a "dump" for two years past. This season they sold their crops, receiving \$15.

The teachers in five of the fifteen districts turned in an estimate of the value of vegetables raised—the total was \$1,625.70—about 30 cents per child.

The returns from a cent's worth of seed may be quite remarkable. One little girl raised 35 perfect heads of lettuce from a penny packet of seed. Much better than this can be done, however, for by actual experiment, and with very careful handling, one home garden teacher herself raised 385 fine large heads of lettuce, which would retail at 5 cents at any city grocery store—all from a penny packet from the Children's Flower Mission, Cleveland.

A young gardener, Elizabeth T., of the Paschalville district, turned in the following account:

Cost of Seed.	Grew.	Selling Price.
1c. string beans	1 pk.	30c.
1c. corn	12 ears	20c.
2c. radish	12 bunches	30c.
1c. beets	2 bunches	5c.
<hr/>		85c.
5c.		5c.
		<hr/>
		80c. gain

A boy in a small downtown yard invested in a 5-cent package of parsley. This crop he cut from time to time, selling to the neighbors, and realized 55 cents.

The monetary value of the crops, however, is far overshadowed by the influence of the work on the child physically and spiritually, which is to say, truly educationally. Some first-hand and quite obviously unedited accounts written by the children themselves at the request of the home garden teachers are here produced, which show, better than a whole chapter of theorizing, the truth of the above statement.

The problem of securing earth even for a box is often a serious one. Two little girls, twins, eight years old, in the Girard district, had only a cement yard. They carried soil from an old cemetery five squares away, and were rewarded with flowers which bloomed all summer.

OBSTACLES OVERCOME.

DEAR TEACHER:

I am a boy eleven years old. I go to the Chandler School. I am in 4th grade B, my name is Harry B. I live on the third floor, 201 E. A. St., Phila. As you asked me to explain about my box garden I shall try my best to do so. As we live on the third floor and have no yard it was very hard to get the dirt up on the roof. My mother got me some boxes, my father help me carry dirt. About two squares from Delaware Ave., then we had to carry up two pairs of stairs to the third floor, then we had to climb out a little window to the roof. I had zinnias to bloom in time to take them for the flower show. I also had some very odd flower in bloomed, but do not know their names, as they were in a package of a hundred different seed, we had to keep the box covered so the sparrows would not eat them, they were very slow in blooming, but when they did we had some very nice flowers. We certainly had a nice box garden, but we had more flowers this year than last year, and hope to have more next year, we had Zina, morning glory and China pinks, and astor, we had several other kinds which we did not know their names, we still have flowers blooming yet. Hoping this will please you.

I remain your Flower scholar,
HARRY B.

"Papa," however, does not always help as in this case. A pathetic instance is reported in the Richmond district. Eleanor P. lived in the poorest house on the worst street of a squalid section. Her garden consisted of a box of earth on a chair. Calliopsis plants were given her from the school garden. Twice her father threw them out. Twice Eleanor secured new plants from the teacher. Then the cats knocked the box over, necessitating transplanting. As soon as they began to grow a neighbor's baby pulled them up. Finally after seven accidents the calliopsis plants were allowed to grow in peace, thriving to Eleanor's joy. Surely she was entitled to be proud of the healthy calliopsis she brought to the fall exhibit.

THANKS FOR THE BOARD OF EDUCATION.

My box garden. I am a little girl eight years old. I go to the Webster School, and am in the 3rd A grade.

I am very fond of flowers although I have no nice big yard to raise flowers in. My papa put me box's up around the yard and in them I planted and raised my flower's.

This year I won first prize in the district on my aster's and I thank the Board of Education very much for the prize.

For you know it please's we little folks so to win something for what we have worked for during our vacation.

Yours very kind,
MARGUERITE B.,
1358 P. St., Phila.

A similar story is told of a twelve-year-old boy. Discouraged by parents, yet he cleared up the back yard, where the soil seemed chiefly tin cans and paper. Then he gathered street sweepings for fertilizing the soil, prepared a seed bed, and planted Swiss chard and lima beans. One night his father, while drunk, placed the ash boxes on the newly made garden. The Swiss chard was ruined. Nothing daunted, the boy replaced these by radishes. The chickens came through the fence and ate the radishes. Then the boy wired off the beans by way of

preparedness, and put up poles for the limas. There was a good crop—he deserved it! Best of all, the parents became interested and have promised to “help fix up the place next year.”

EVERYTHING FAVORABLE BUT THE DOG.

MISS M. E. ROBERTS:

I am twelve years old. The house I live in has a brick yard. We have a big dog so if I put the box down in the yard the dog would get at it. I wanted to plant flowers but did not have any place. So I planted the seeds in a box and put it up on the shed. The flowers I planted was zinnia and aster. Whenever I wanted to water the flowers, I had to climb up on a chair, my mother sat on the chair while I got up on the chair and watered them.

Yours truly,
FLORENCE D.

We don't know the age of George A., hero of the following account, but he lives in Germantown, and we wish there were more like him:

MY GARDEN GROWN UNDER DIFFICULTIES.

Last March I decided to turn part of mother's yard into a truck patch, but owing to father being dead mother has to take in washing and has clothes hanging in the yard most every day, and she said it would be impossible to raise anything in a yard where they would not get the proper sun, but I was determined to try. So on Good Friday I dug a patch about ten feet long and two feet wide, and took out all the stones and hard lumps and had it ready to plant but it snowed the next day and I had to wait another week before I could plant my seeds. When I had it ready I mentioned it to a lady my mother works for and she having a drug store gave me about a doz. packages of seeds.

The next day I planted radishes, red beets, string beans, cucumbers and peppermint. I also planted Cosmos and dahlia which are now blooming. I then told another lady mother washes for (and) She was delighted to think I was interest in such work and to encourage me she gave me a basket full of parsley plants I was so successful with them that I was not satisfied with what I had. So I told the man across the street about it, and he being a gardener came over to see it and said it was fine. The next night he brought me home three tomatoes vines and (show) showed me where to plant them. Still I had success and entered into the contest at school and to my surprise won the first prize. So you see my garden was no expense and all profit.

GEORGE A.

In another part of town another boy, John B., lived with his old grandmother, who also “took in washing.” After much coaxing John obtained a reluctant permission to have a space 4 ft. by 6 ft. for a garden. He also put a box on the shed roof—out of the way of the clothes. The soil was poor, so he brought in more from a neighbor's yard and a nearby school garden. He planted flower seeds, but the grandmother and younger children trampled them down. He loosened the earth with an old knife and put up a wire screen. This was knocked down, and again all was trampled. After six weeks of fruitless effort he spaded it all up and planted again, guarding it this time with a double screen. At last the green appeared and all was promising, when the fence was torn down. This destroyed everything. John didn't say, “What's the use?” He said, “Where's that box?” So the garden was transferred to the box on the shed. Once did the clothesline knock it down, and again did the friendly cats do the same, but John continued. By the time the fall exhibit was held, John had to his credit one zinnia and two radishes. *We would like those educators who believe in home gardens only in proportion to the money value of crops raised to put a valuation on those two radishes.*

A different proposition came up before Elmira S. when her family moved into an old house in Germantown. The whole family evidently helped. But we are sure Elmira helped, too, for she surely caught the spirit.

AN OLD GARDEN MADE NEW.

When we moved in our house it was in a terrible state, for a front fence we had old broken and ruste chicken wire, there was no front gate, the hedge was 5½ ft high, there was two peach trees lying in a corner which had been cut down by the people that lived there before us. The grape vine cut off and lying all over the ground, nothing but the root. the side yard had about two wagon loads of ashes and oyster shells in it, old shoes and all kinds of dirt in in the back yard. There was a big stable half fallen down and full of dirt and old rags in the back yard, the back fence was all broken up.

So first to start with we scraped all the ashes and oyster shells off the ground we could get off, then we dug a big hole in the yard and buried all we could, the rest we gave to the ash man. We divided the side yard in half. The one half of the yard that is in the front was so filled with oyster shells that we could not dig it up, so we got dirt and covered them over, then we got sod and made a very pretty little garden. We made a ring in the middle in which we have planted a Elephant's ear, Mary Golds, Aters, Phlox, Burning Bush and Sweet Assylum. We also have lots of flowers around the edge of the grass such as Dahlias, Sweet Assylum, Tuffy Roses, Burning Bushes, Phlox, Mary Golds and Larkspur. The grass is layed so it forms a pretty design. In the back half we have vegetables, but we had to put lots of cow manure in first. Alongside the house we threw all the stones and hard lumps of dirt that came off the garden, then we put dirt on top and sod over that.

Then we put cow manure around the root of the grape vine, now it is a fine arbor. Last year we got 35 lbs. grapes from it. The pear tree we done the same thing with. The first year we got 18 pears, last year we got 10 baskets. In the back yard we tore down the stable and made a small wood shed, we put up a new fence in the back and also one in the front, we made a nice gate and planted a vine of honey suckle which grew up fine over the kitchen window; this yard if it was seen before and seen now no bodie would know it was the same place. The Hedge we cut down before it was tall and thin now it is short and bushy.

Well I guess this is all I can remember, so I will close hoping it will do.

ELMIRA S.,
Pastorius School.

One downtown school had for two seasons been allowed to have a tiny garden in the side yard of a colored church across the street. It was an object of interest to all the sad-eyed foreigners who passed by. A building operation lost this bit of ground for us in the spring. Around the corner, a small space was offered for gardening in the back yard of the Jewish Maternity Hospital.

While the work was done under the supervision of a home garden teacher, by small groups from the school, the chief responsibility was given to Hymen R., a thin tubercular lad, whose interest in the work never faltered, even through the hottest days of summer. Troubles he had a-plenty—neighbors stole the flowers and gourds, but he persisted, and at the fall exhibit the committee were greatly impressed with his case. He ought to be on a farm, or at least have an opportunity to have a garden on a large scale.

*Farm Land
Needed.*

There are many Hymens and Johns in Philadelphia. What is needed is a tract of land on a 5-cent trolley line, where the boys could be employed out of school hours on a co-operative patch long enough to earn their carfare, and then to spend the remainder of their time on a plot of ground of their own. This plan has been tried elsewhere, and is a success. The Hymens, Johns, yes, and Marys, too, of Philadelphia need it so! May the vision materialize very soon.

*More Unseen
Values.*

The value of the little garden, however, is not at all minimized by this appeal for the larger opportunities. Frequently the amount of joy resulting from a garden is in inverse proportion to its size. For joy, real joy, is created very often by the tiniest of gardens, and, as one educator remarked concerning gardening, "If it does nothing else but give joy to the child, it is worth while for that alone." Joy is life more abundant. The inner life of the little Jewish girl who wrote the following must surely have been the richer for the daily contact with her flowers. After telling how she cleared her yard, "and it was some hard work," she continues:

I then bought some seeds from Mrs. M., our home garden teacher, and put them in the furrows. After a month waiting I finally saw little plants coming up. I was so surprised that I could not sleep that night. Next morning I went to the garden to see what happened over night. I was still more surprised when I saw the plants higher. Day after day I watered them. I was very much rewarded for my troubles, when I saw all the plants in my garden. I had fine cosmos, zinnia, four-o'clocks and asters.

Sometimes the desire for flowers would spread from house to house. One teacher writes of a court transformed this summer "from a dirty little alley to a blooming mass of flowers. Houses were whitewashed and from each window were suspended window boxes."

Over in Richmond lives Tony Mezzanicano. The recreation of Tony took the form of "street gang card parties," cigarette smoking and similar diversions. Yet he seemed interested in growing seeds left by the garden teacher, and during one of her mid-summer visits suddenly remarked with the surprise of a great discovery, "Why, the morning glory is the same color as the sky today!" Realization of color in sky and flowers seemed to come to him at that instant. The teacher writes: "Several other times Tony seemed to be influenced by growing plants. He gave up a street gang card party several times at least, that I know of, to work in his garden. The reform is slow, but it is surely evident. There are other boys being influenced in these subtle ways by growing of plants."

However, the reform is not always confined to the child. One teacher reports the case of Mary, whose father drank and whose mother had become discouraged and hopeless. Mary coaxed her father, while sober, to make her a box for a garden on the front porch. Some time later on her next visit the teacher found the father had claimed the back yard for a garden, cleaned and planted it. The change was contagious and the house showed a decided improvement inside. At the next visit the whole front porch was painted, the father had secured his old position back again and had promised to stop drinking. Perhaps a still more appealing case of a similar nature is reported by another teacher from a district near the Delaware River, north of Market Street:

"One of the homes which I visited is located in a rather disreputable neighborhood. The little girl, a pale frail-looking tot was a step-daughter to the man of the house. It was very evident that the child was not treated any too well. I donated to the little girl a few packets of seeds and urged her to plant them. When the seeds began to come up the child would spend hours caring for the few tender sprouts. The father, or rather, step-father noticed it, and would occasionally go over to glance at her crops. Soon the natural instinct to love all God's creations awoke in the man, and forgetting himself he got down on his knees, and with the help of a kitchen knife transplanted and thinned and arranged until he was suited. From that day he had something in common with the little orphan, and gradually they came closer and closer together. Now she is a happy little child who impatiently waits for her daddy every night to walk with him in the garden, and show him the wonders that sprang up during the day."

*Gardens of
Older Children.*

Some of the older children have most interesting gardens. The following is the account of an eighth grade boy who had been a plot holder in the old Wainwright Garden, Fifth and Porter Streets, which this year, to the sorrow of the entire neighborhood, had to be given up on account of building operations:

HOW I MADE MY GARDEN.

I am very fond of flowers; as our yard was paved with bricks and cement, the prospect of having a garden looked rather doubtful. But I determined to have a garden at any cost of labor to myself.

I took up several rows of bricks in the rear of the yard and carried earth from a school garden near my home, which was being destroyed by a building operation. It took a great many buckets of earth to fill up the plot, and my sister Jennie became interested and helped. In this way we managed to have a plot large enough for a few vines and plants. But we were anxious to have more space for a garden, so we decided to carry more earth and put it on the cement at the side of the yard. We put up a fourteen-inch board about five feet from the fence, and every day we carried earth from the abandoned school garden. Often we carried as many as fifteen buckets and more after school. It took us nearly three weeks to get the garden ready. I mixed a little manure with the earth and removed every stone.

First of all I planted Balsam vines along the fence, then two dahlia bulbs, sweet peas and four o'clocks.

In the first plot I planted clusters of zinnias, marigolds, nasturtiums, asters and spear-mint.

We watched that no weeds should grow. Then I filled four boxes and two buckets with earth and kept them in the side yard. In these boxes I planted sweet peas and four-o'clocks. In the buckets I planted the bulbs of elephant ears.

We watered the garden in the morning and late in the afternoon. Soon the plants began to come up. We examined the earth every day to see what would be the first to show itself. At last the dahlias came, they grew wonderfully fast. It seemed to me I could see them growing. Next followed the elephant ears, which grew to be very large and drank up a lot of water.

The sweet peas also grew fast, and many people said they never saw such tall peas. The flowers were large and many colored. The nasturtiums grew so tall I thought they never would bloom, but I tied them up to stakes, and was finally rewarded by many flowers.

Everything grew splendidly because we had such fine earth. We had to keep chasing our neighbor's cats out of the garden constantly, and to watch for worms and caterpillars. Many people admired the garden which made me feel quite proud.

Oh, our dahlias! I can't say enough about them. We went to Collegeville where dahlias seem to grow everywhere, and we searched all over to see bushes like ours, but we couldn't find any. Our flowers were a deep, rich red and so large that four made a large bouquet. We had nearly fifty blooming at one time counting buds and blossoms. Yes, indeed, we were proud of them.

We supplied our neighbors and friends with them. I forgot to mention that we had a lot of parsley for a border and it was very pretty as well as useful.

I love the garden and worked hard to have it, as it was hard work to carry all the dirt. But I feel repaid when I have such good results. I like it now, but I think I could arrange it even better next year. I have to thank the garden teacher and the school for the seeds they gave me, which came out so well and added to the beauty of our garden.

ALBERT D.,
Eighth Grade, B.

*Guide in
Choosing a
Vocation.*

Occasionally the interest aroused by the home garden becomes the guide in choosing a vocation. One teacher tells of two brothers whose father was training them to become carpenters. A garden was started with the encouragement of the home garden teacher, and so great was the success of the older lad that they have decided he shall be a horticulturist. The father expects to buy a small farm shortly.

A most interesting case of the gradual development of garden interest is found in the case of Richard G., in Southwest Philadelphia. Richard is now in the eighth grade, and expects after high school to work his way through an agricultural college. The following is his own account, and shows the relation of the school garden to the home garden:

GARDEN WORK.

For years I have been interested in garden work and have had a small plot at home, in which I planted wild flowers, and whatever vegetable seeds I could procure.

However, in 1913, with the beginning of the Paschallville School Garden, I began to realize the difference between the unlearned and the scientific methods of soil productions. We were taught the correct way to dig, rake and hoe, fixing of the soil, and times of planting of the different seeds. Also the care of the transplanted plants.

With the knowledge gained I then got plants from outside sources, and started a larger garden at home. I received a prize at the close of the garden school, and then the interesting as well as productive results finally determined my trying on a larger scale next year. Before the opening of 1914 season I planted different kinds of seeds in seed pans, to transplant to the garden.

When the school garden opened I received the usual school plot, helped take care of a larger tract at 68th St. and also helped in our large garden.

When we had the gardens planted we took up different studies, which were of interest, namely, the knowledge of nourishing various vegetables and flowers with the use of nitrogen, a more thorough study on drainage, mixing of soil, and different fertilizers and their uses.

We then had a brief outline of the botanical classification of plants we grew. This proved most interesting, and I have since gone deeper into the subject, especially flowers.

A list of what our garden work consisted might prove of interest. Besides the usual garden truck, we raised peanuts, cotton, alfalfa, buckwheat, etc. Also some varieties of flowers. The fall school exhibition of this year showed a vast improvement on that of last year.

At home during 1914 I also raised white tomatoes, and also was successful with some Peruvian corn, which grew 13' 9".

In 1915 early, I made a large addition to our usual garden, thus giving my time to home productions.

My two early vegetables, radishes and lettuce which I sold, more than paid for lumber, work and seeds on this addition, and strengthened my resolution on the advisability of planting vegetables for sale.

One of the first things I learned this year was the method of propagating slips; the soil to use and what time to start them. The first I started were roses and hedge slips.

During the summer and fall I took up the study of dahlias and other flowers which I did not know, and also had the good fortune to come under the hand of an expert gardener. With him I learned the care of calla lilies, cannas, fuchsias, and gladioli.

He has a hothouse and I learned of many plants that belong to one. I learned of bordering plants and their classifications, as to whether they needed nourishment, sun, etc. I also learned of five or six different varieties of hedges and the care of each.

Finally I got the ground ready for the bulbs that are to be planted in the winter and who flower in the spring.

At the present time I am trying to raise slips and different plants in the house for which to start my spring garden.

I cannot commend too highly on the instruction and kindness shown me by my instructors of the garden school. And I consider it a great pleasure as well as a valuable addition to the studies I am pursuing for my future use.

RICHARD G.,
7029 Grays Avenue.

"GARDENING FOR PHILADELPHIA."

In 1914 an effort was made to have home gardening encouraged in all schools, even though no school garden or home garden teacher was connected with them. The slogan of this movement was "Flowers for Philadelphia." In 1915, in order to make it more comprehensive, it was changed to "Gardening for Philadelphia." Over a hundred schools enrolled in the spring and eighty held exhibits of flowers and vegetables in the fall, when over 6,200 children brought products grown in their yards during the summer. Funds were raised by garden clubs, botanical societies and women's clubs for simple prizes, such as bulbs, hoes, rose bushes, small pictures. The members of these associations took charge of the judging of the exhibits. A committee was in charge of each of the ten school districts, judging the exhibits as a whole, school competing against school. The school prizes consisted of pennants, window boxes, ivy and shrubs. The greatest thanks is due the public-spirited men and women who gave of their time and use of automobiles for this work. A further description of these exhibits is given under the heading of "Fall Exhibits."

THE ACHIEVEMENT CLUBS.

The newest development of the work this year, and one we feel to have big opportunity for future growth, was the organization of the Achievement Clubs. This was done primarily to reach the girls and boys in the outlying districts of Philadelphia by the use of the home project idea. Clubs were formed in twenty-five schools along four lines, tomatoes, potatoes, corn and poultry. Each child was required to pass an examination in his subject before becoming eligible for membership in the club. Group leaders were chosen by the members from among their own number. These leaders were responsible for collecting and forwarding to this office the monthly reports of every club member. There were about three hundred members in the spring. Fifty per cent. of these carried their project through the summer, and sent in their reports every month. In the case of the chicken clubs, the members were required to hatch a setting of eggs and raise the young chicks through the season. Bulletins were sent the members from the Department of Agriculture at Washington, and they were supposed to follow improved methods in their work, with a view to building up a regular poultry industry. When the fall exhibits occurred, many poultry members exhibited the best pullet and cockerel they had raised. Some very good birds were shown. Mr. Henry D. Riley, president of the Philadelphia Poultry Association, was so pleased by the efforts of the club members that he offered to allow the children to come to the annual poultry show free of charge, and also to allow the children to exhibit their own chickens and compete among themselves without cost.

The projects in tomatoes, corn and potatoes were planned with a view to familiarize the children with the best way of raising these crops and of selecting seed for improvement. One of the most valuable features of this work is the developing of the power of independent activity on the part of the child. He has an opportunity to express in action some of the things about which he is reading and studying. Perhaps no side of the education of the child is so neglected to-day as that relating to independent activities and responsible leadership. This form of home project work is one of the best ways of developing personal initiative.

THE FALL EXHIBITS.

The exhibits of the "Gardening for Philadelphia" activities, as well as the products of the Achievement Clubs, were exhibited on the 24th of September. In addition to the home garden and club products, some schools took the opportunity to hold a "pet show." The pets ranged from goldfish to ponies, from pet toads and guinea pigs to pet roosters and collies.

When a child knows his teacher is interested in his pet rooster and the cabbage he raised through vacation, there is an entirely new bond of sympathy and a common ground on which both can meet. This bond is a wonderful help along the never-to-be-slighted road of "Readin', Writin' and 'Rithmetic." One school, which had made a specialty of the subject of kindness to dumb animals, exhibited in connection with the live pet show compositions and drawings made by the pupils on this subject throughout the year.

For the Achievement Club members who had brought their activities to a finish, sending in all reports, official pins were provided. Similar ones in silver were awarded to the champions of each district, and gold ones were given the city champions in the four subjects. What they really *deserved* was a trip to State College for farmers' work, such as was given this Christmas week to nearly a hundred club boys and girls from various counties in Pennsylvania, winners from among five thousand agricultural and home economics club members.

This form of club work is an experiment, Philadelphia being the first large city to adopt the idea of the Government Girls' and Boys' Club, but it should develop into one of the most valuable phases of school garden work. Thanks are due to Mr. O. H. Benson, of the United States Department of Agriculture, for his co-operation in the experiment; to Mr. Rufus Stanley, of Elmira, N. Y., who gave much time and energy in the organization of the work, and to Mr. C. F. Preston, Chester County agent, for assistance at the fall exhibits.

TREE WORK.

The work of trimming trees and removing dead ones was continued as in the past two years. This work was temporarily discontinued after August. However, five hundred dollars was authorized to be expended for new trees. Ten to twelve trees were apportioned to each of the ten school districts. These trees will be planted in the spring. The interest of the children in the subject of trees, besides being aroused by the "miniature nurseries," as explained in connection with the school gardens, was stimulated and utilized in the warfare waged upon tussock moths in some localities. Hundreds of the egg masses of the moth were destroyed, and many trees banded with tanglefoot during the campaign. Definite lessons on the subject of trees are to be incorporated in the new course of study for the school gardens.

NEW COURSE OF STUDY.

This fall work was begun on the revision of the course of study in nature study and elementary agriculture, which has been in use for some years in the school gardens for the visiting classes and the plot holders during the summer. The work has been undertaken with several objects in mind.

The most important is to vitalize the whole course by presenting the subject from the standpoint of wonder, with the idea of imparting a *viewpoint*, not, however, at the expense of facts, but by *means* of them. The aim might be expressed as "inspiration through information." If the child is taught the origin of soil, and not impressed with the wonder of it, and made aware of his intimate relation to it, the teaching is a failure.

This new course develops such subjects as insects, soils, garden processes, from the first to the eighth grades, a new phase of each of the subjects is taken in the grade where it correlates best with other studies of that year, and is generally not repeated in a higher grade.

Full correlation with language and other studies will be given, as well as suggestive methods for the same.

These revised lessons will be tested in the school gardens next year, worked over, improved upon and then printed. It is hoped the final product will be of distinct service to all school gardens and school garden teachers.

THE SCHOOL GARDEN TEACHER.

Training Course for Teachers. The success or failure of any garden is 95 per cent. due to the teacher in charge. Training is absolutely necessary. The course at Temple University being discontinued this winter, school garden work was incorporated in the regular Friday night course for playground teachers at the William Penn High School. Over eighty registered for the garden course. The equivalent of a Normal School training was the requirement for entrance. Fifteen of the 1915 school garden teachers enrolled for an advanced course.

Preparation of 1915 Teachers. With each season the standard of the garden teachers is becoming higher. While, of course, personality is always of paramount importance, it is interesting to note that among those in the work here in 1915 were graduates of Bryn Mawr, Wellesley and Swarthmore, and others who had taken courses in agriculture and related subjects at Cornell, Rutgers, Pennsylvania State College, Temple, University of Pennsylvania and Pennsylvania School of Horticulture for Women. The question is often asked concerning the winter occupation of the garden teachers. The home garden teachers are recruited mainly from the ranks of the kindergartners, since the hours of a morning kindergartner and home garden teacher do not conflict. Hence these teachers are teaching in their regular positions in the elementary schools through the winter. The principals in charge of the school gardens, being on duty all day long from April until October, are unable to hold another position during that time. Through the winter they frequently take up substitute work, tutoring or library work. These are, however, at best, an uncertain source of income, and we cannot hope to continue to attract and retain the best types of teachers for the work unless a ten-months' term is arranged for, with a salary commensurate with their preparation and ability.

Teachers'

Annual Trip.

The annual trip of the school garden teachers this year was made to Michell's Nurseries at Andalusia, where the perennial phlox was at its height. Later in the season a delightful afternoon was spent on a large estate near York Road, where a tour conducted by Mr. Harry Betz through the beautiful gardens and orchid greenhouses was greatly enjoyed.

CONCLUSION.

The main lines of school gardening are well established and far removed from the experimental stage. Gardening is of undisputed value in the true many-sided education of every child, and is so recognized by those who have given the matter a fair trial. We reached this year one-eighth of the pupils in the elementary schools in one form or another of the work. We now need extension. This can only come about by increasing the number of teachers. The garden spaces are available, the children *need* it.

Our aim is, "Gardening for every child in every school and home."